



## Principal's Perspective

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Here we are, accelerating toward the end of another year. The year has passed like the movements of an unseen thief applying their trade, stealing time. However, while time has disappeared, inside Western Riverina Community School (WRCS), a lot has happened to ensure WRCS students continue to learn and build knowledge.

For students to learn, students need to be masters in attending school. Over term three, several students have taken significant steps to improve attendance. In turn, these students hold their heads high, reflecting on personal growth and their commitment to being the masters of a positive future. That is not to forget the many students with attendance above 85% and those above 90% and on 100% attendance. I congratulate all these students on their fantastic effort to engage with learning.

Through the rest of the newsletter, you will read of the many happenings at WRCS. However, of note, it would be remiss of me not to mention the two students selected to represent the school at Moorambilla Choir and the dedication of Veronica and Kyle to ensure our students could participate.

Moorambilla Choir held their performance in Dubbo in September. With the performance scheduled to be at Dubbo, it was an easy decision to mobilise students and staff to be present at the performance to support our students. Additionally, spending time wisely in Dubbo, the school visited local attractions supporting learning outcomes tied to the WRCS curriculum. All students and staff enjoyed the time away, and reportedly the performance had the audience on the edge of their seats.

As we move into term four, we will begin to prepare to celebrate our departing year twelves and those students achieving their Record of School Achievement (ROSA) and the many other academic achievements of 2022.

Best wishes,

*David Martin, Principal*

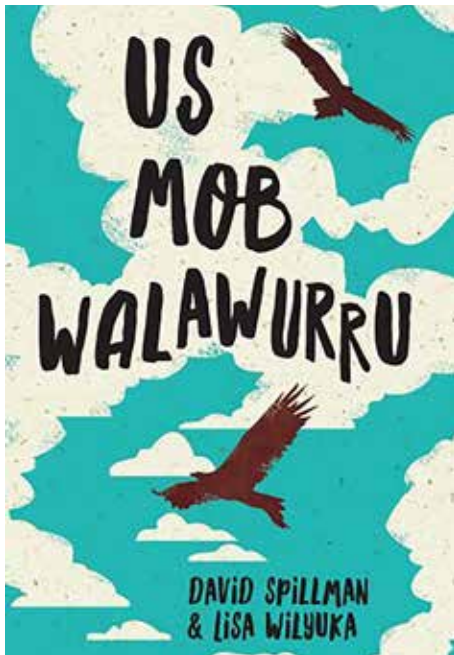


*Several students have taken significant steps to improve **attendance**. In turn, these students hold their heads high, reflecting on **personal growth** and their commitment to being the masters of a **positive future**.*





## Student Activities



### English

#### Stage 5 English Studies

Throughout term three, Stage Five students explored the representations of culture in the novel *Us Mob Walawurru* by David Spillman and Lisa Wilyuka, *My Country* by Dorothea Mackellar, and *A love like Dorothea's* by Alison Whittaker. Students participated in meaningful discussions about the themes within the texts and completed a range of comprehension activities and analyses of each. They completed a Venn diagram which highlighted the similarities and differences of each, before composing a comparative essay for their assessment task.

*Kristy Wood, Stage 5 English Teacher*

Left: Stage 5 English *Us Mob Walawurru*.

#### Stage 6 English Studies - Year 11

During term three, Year 11 students have worked exceptionally well to produce a portfolio of texts for our study of the unit **Let's Rock: English and the World of Music**. Students worked on their portfolios throughout the term and submitted: a band profile, lyrics for a song raising awareness of an issue, merchandise or poster design, a tour itinerary, a publicity shot collage and plans for their own, and a formal email of reply to UpBeat productions. It was fantastic to see students unleash their creativity during this unit, particularly with regards to their song writing skills!

*Kristy Wood, Stage 6 English Teacher*

#### Stage 6 English Studies - Year 12

In term three, Year 12 English Studies students completed the unit **We Are Australians**. Students engaged with a variety of text types and considered what it means to be Australian. They researched significant Australian days, Australian icons, and considered the representation of Australian culture in an episode of Kath and Kim. Students had lots of fun testing their knowledge of Australian slang with a quiz, viewed the inspiring Freeman documentary which celebrates the achievements of Indigenous Australian, Cathy Freeman and conducted their own research into other iconic Indigenous Australians. For their assessment task, students composed two texts, a letter to the editor about a local issue of their choice, and a diary entry from the perspective of an attendee at Kevin Rudd's National Apology to the Stolen Generations.

*Kristy Wood, Stage 6 English Teacher*



## Student Activities *Continued*

Stage 6 English Studies - Letters

### Bad Drivers

Dear Editor,

As a learner driver myself, I have continuously noticed drivers of Griffith showing ignorant and unsafe behaviours. I have seen many cars speeding through school zones, many cars driving 20 or more kilometres below the speed limit, and I have lost count of the times I have nearly been hit because of the misuse of turning signals or complete lack of for that matter.

Some of these issues may seem to be of more concern than others, but when I'm on the road, whether as a driver, a passenger, or a pedestrian, I want to go about my day knowing that I am safe, but this just isn't the case.

In 2007 the Griffith police promised to patrol the roads more and better enforce the laws of the road, they stayed true to their promise which made our roads a little bit safer, but this is not enough. I understand that police can't do everything, 95 percent of transgressions occur when the police are not present.

Have you narrowly avoided a car accident? Do you know someone that narrowly avoided a car accident? Or worse, do you know someone that HAS been in a car accident? Chances are you do and that needs to change!

I can't say I have a solution and don't think there is a single way about this issue but if we work together, we can make our voices heard, we can make changes for the better, and one day feel safe to be on our roads.

A. Salvastro, Learner  
The Area News, 9/5/2022

You may take our commenting privileges, but you will never take our FREEDOM!

- Amos 2022 (colourised)

Dear Editor,

As a representative of this community, I am extremely disheartened that people living near or below the poverty line not only have low levels of revenue but encounter major disparities such as insufficient healthcare and reduced housing, education and employment opportunities.

Everybody should be able to have adequate money or assets for the basic needs of life. They should have resources that cover their health expenses, education and clothing. While many Australians manage payments of bills, people living in poverty must make tough choices between skipping their only meal of the day or paying for their child's textbooks. "No poverty" is something Australia should focus on overcoming; however, Australia has the 16<sup>th</sup> highest poverty rate out of the 34 wealthiest countries in the Organization for Economic Co-Operation and Development (OECD).

Our 2022 report for COVID 19 estimated that in June 2020, 9.9% of people were living below the poverty line, associated with 22.7% who would have been in poverty in June 2022 without the establishment of new income supports such as the coronavirus supplement and the job keeper payment. The report then estimated that, as these payments were phased down, poverty increased to 14% at the end of 2020.

We as a community need to stand up and do better. Working together will help reduce the amount of people going into poverty, so therefore humble yourself and lend a helping hand.

E. Tafiri, Student  
Western Riverina Community School, 6/9/2022



For their **assessment task**, students composed two texts, a letter to the editor about a local issue of their choice, and a diary entry from the perspective of an attendee at Kevin Rudd's National Apology to the Stolen Generations.





## Student Activities *Continued*

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### Mathematics

#### Stage 5 Mathematics - Green Group

Within term three Stage 5 studied the theorem developed by Pythagoras to calculate the length of sides in a right-angled triangle. Most students already knew the rule that  $c^2 = a^2 + b^2$ , however needed to learn the more applicable rule that **"the square on the hypotenuse is equal to the sum of the squares on the other two sides,"** in order to solve problems, which often involved multiple steps.

Students then had to apply trigonometry to solve problems involving the size of angles, and worked through some very complex, real-world problems. By remembering and applying SOH CAH TOA, we were able to measure the angles of ladders, roofs and the angles that aeroplanes took at take-off

*Sue Tyrrell and Kristy Wood, Stage 5 Mathematics Teachers*

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#### Stage 6 Mathematics - Year 11

Year 11 Standard Maths class is blessed with a wonderful range of talent. Commendations go out to Cooper and Emanuel for their tireless consistent effort and always completing their work by the end of each lesson.

In term three we explored the world of **Statistical Analysis** which included a range of topics including *Classifying and Representing Data and Summary Statistics*. Special recognition should be given to the whole class for their precision skills in graphing representations of data.

*Phil Conolly, Stage 6 Mathematics Teacher*

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#### Stage 6 Mathematics - Year 12

Year 12 has continued their fine efforts during term three in areas as diverse as **Networks and Shortest Paths, Food Labelling and Measuring and Interpreting Building Plans**. Special thanks go out for Brenda McKinnon for her continued support of Amos and his outstanding efforts in the course. We look forward to another productive and fulfilling period next term.

*Phil Conolly, Stage 6 Mathematics Teacher*

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## Student Activities *Continued*

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### Science

#### Stage 5 Science

Students began term three looking at Indigenous Perspectives of seasons and weather through the NAIDOC week activities. These activities continued throughout the first half of the term with Ann Pretty.

In Week 5, students began the unit, **Ecosystems and Change** where they studied a range of ecosystems and biotic and abiotic factors. Students attended a field study at the Griffith Community Gardens where they used a range of technologies to measure different abiotic factors. Students conducted themselves in an excellent manner on this excursion.

We all used our 'green thumbs' to create closed terrariums using a range of succulent plants. All our terrariums survived the entire term - well done, team!

Students will continue this unit in term four where they will start to look at systems within the human body, and how these change through different exercises.

*Jasmine Dossetor, Stage 5 Science Teacher*



Stage 5 Closed Terrariums.



*Students began the unit, **Ecosystems and Change** where they studied a range of ecosystems and biotic and abiotic factors.*





## Student Activities *Continued*

### Society and Culture

#### Stage 6 Society and Culture - Year 11

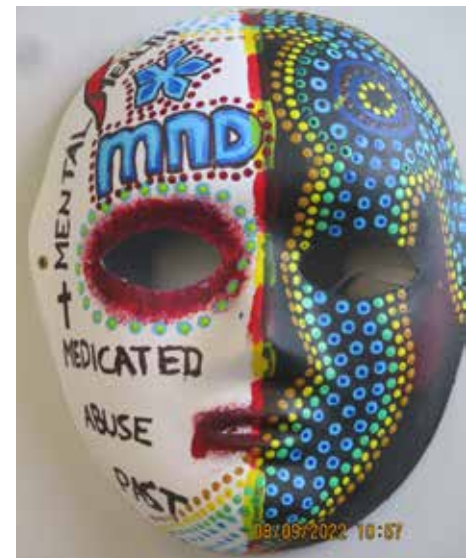
Within term three Year 11 students planned and created a mask. The mask showcased their own personal and social identity, with a written accompaniment which explains the various elements.

Students viewed the films: *The Breakfast Club*, *Mean Girls* and *Senior Year*, that explore adolescence and the formation of identity, and wrote up notes for each with a particular focus on the different identities and the influences on these identities. We had lots of fun discussing the culture of Gen-Z, the slang associated with their generation, and the continuities and changes over time.

#### Do you know what any of these Gen-Z slang terms mean?

- Hits different
- Skrrt
- Low-ke
- High-key
- Say less
- Lit
- GOAT

*Kirsty Wood, Year 11 Society and Culture Teacher*



*Samples of Year 11 Mask Creations: Breeanna Charles, Gemma Beecham and Lacey Ingram.*

#### Stage 6 Society and Culture - Year 12

During Term 3, Year 12 Society and Culture students were busy working on their Personal Interest Projects (PIPS). Each student chose a topic of interest including; gender inequality in sport, sexual harassment in the workplace, racism in Australia and why people commit crimes.

Students then brainstormed and devised questions they were curious about, they are currently completing research to find the answers to these questions. They have also conducted interviews and surveys as part of their primary research and are now in the process of compiling all the information and creating a presentation. This is due in Term 4 and forms part of their yearly assessment marks. It has been pleasing to see how engaged and enthusiastic all students have been while working on this project.

*Michelle Litchfield, Year 12 Society and Culture Teacher*



## Student Activities *Continued*

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### PDHPE

#### Stage 5 PDHPE

Throughout Term 3 PDHPE students completed a unit called *Exercise Your Mood* where they identified current and future challenges faced by young people and examined a range of strengths and skills that will support them to manage and respond positively to these challenges. A great skill students developed from completing this unit was the ability to recognise when someone they know needs help and how to start a conversation.

We were very fortunate to have Andy from F45 Training complete several lessons with the students to highlight the importance of an active and healthy lifestyle, leading into the students developing their own fitness and health plans. We are looking forward to more sessions with Andy in term 4 including completing our fitness plans and visiting his gym in Griffith.

**Brett Ireland, PDHPE Teacher**

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### HISTORY

#### Stage 5 History

Within term three Stage 5 students transitioned from studying History to Geography. Our topic during term three was "Sustainable Biomes". Students looked at the climatic conditions in the biomes across the world and the future of sustaining these biomes with the exponential population growth that the world is facing.

In 1804 the world population reached 1 billion, it was

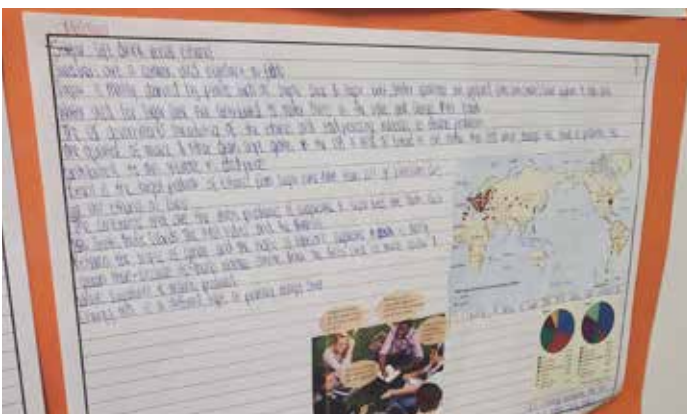
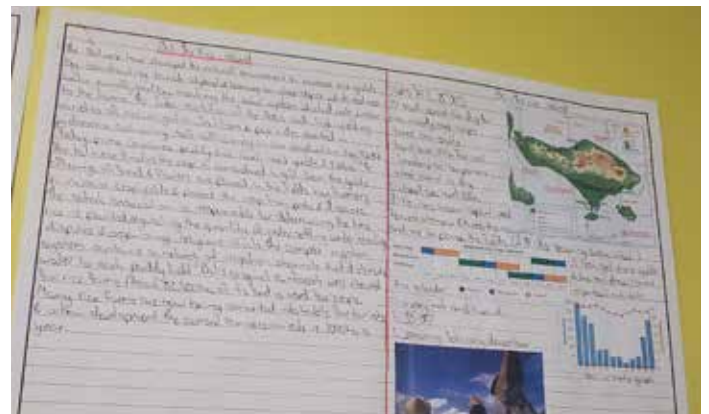
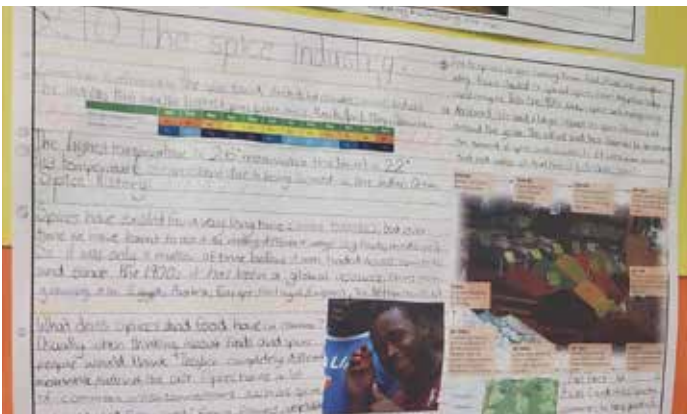
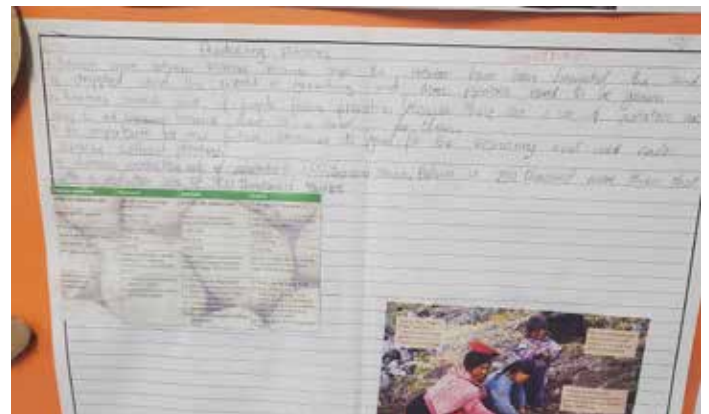
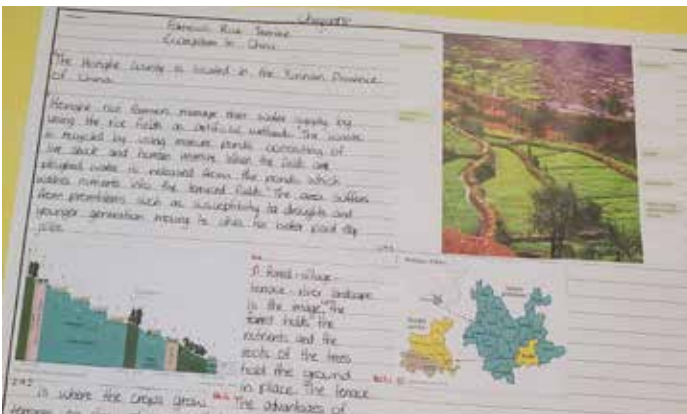
2 billion: 1930	3 billion: 1960	4 billion: 1974	5 billion: 1987
6 billion: 1999	7 billion: 2011	7.97 billion: 2022	

Feeding this growing population is an ever-increasing challenge for food production while ensuring the sustainability of natural and pristine biomes.

Stage 5 completed an assessment task where they were required to assess maps and graphs to analyse sustainability in Kota Kinabalu in Malaysia.

We also created a collaborative display of a sustainable garden.

**Sue Tyrrell, Stage 5 History Teacher**



Samples of Stage 5 History Students work.





## Student Activities *Continued*

### Design and Technology

#### Stage 6 Design and Technology

Students completed their study on the *Factors Affecting Designing and Producing* in term three. This new knowledge was then used to help in the start of their own Minor Design Project. For this project, students had to identify a need they had and then design and produce a solution to fix or fulfill this need. A design portfolio has been created to document the entire design process undertaken to complete the project. Students are currently in the design stage of their projects and just about to start the practical component by making their projects. We are all looking forward to learning some new practical skills and completing our design projects.

**Brett Ireland, Design and Technology Teacher**

### Work Experience

During Term 3, we had four students complete work experience. All students had a fantastic time developing their knowledge of the work environment, learning new work skills and the chance to explore possible career options.

Congratulations to Izac, who has started fulltime work at Collier and Miller and completing work experience there.

We would sincerely like to thank the following businesses for hosting our students:

#### **Roy Violi Tiling**

Jonathon

#### **Goodstart Early Learning**

Rose

#### **Collier and Miller**

Izac

#### **Convey Oz**

Lacey



*Our students enjoying work experience.*



*Right: Our students enjoying work experience.*



## Student Activities *Continued*

### SLR

#### Stage 6 SLR

Students were busy in SLR completing a unit on Healthy Lifestyle. They investigated the components of a healthy lifestyle with a focus on physical activity, nutrition and drug use.

We all enjoyed going to Star Bowling each week to improve on our bowling skills. Being a very accomplished bowler himself, Amos was great at helping students improve their own game with some excellent tips and advice.

We were also lucky to have Andy from F45 Training come in to deliver some sessions on developing a fitness and health program. Students are currently completing their own personalised plans including identifying fitness and health goals and then creating a plan to reach these. We are looking forward to going to Andy's Gym during Term 4 to put these plans in to action.

**Michelle Litchfield and Brenda McKinnon, SLR Teachers**

### Exploring Early Childhood

#### Stage 6 Exploring Early Childhood

Stage 6 students have been learning about the dangers of smoking and alcohol use during pregnancy during Term 3. Students researched all the harmful ingredients in cigarettes. They were shocked to learn that cigarettes have hundreds of deadly toxins and chemicals in them and when a mother smokes while pregnant, the baby ingests all of these harmful ingredients.

Students completed a range of activities learning about the effects of smoking on the fetus and after a baby is born; including low birth weight, miscarriage and serious lung issues after birth. In the second half of the term, students explored the effects of alcohol use during pregnancy. They discovered that there is no safe amount of alcohol that can be consumed when pregnant.

Students completed activities and research on Fetal Alcohol Syndrome Disorder (FASD). Students learnt about the devastating lifelong effects that FASD can have on a person exposed to alcohol in the womb; including damage to the brain, social and communication difficulties, mental health disorders and learning difficulties that adversely affect their education.

Students created visually appealing awareness campaign posters to highlight the dangerous effects of smoking and alcohol consumption during pregnancy.

**Michelle Litchfield, Exploring Early Childhood Teacher**





## Wellbeing Report

Term 3 has been another busy period for our school. Students have had opportunities to engage with a range of services to extend their health and wellbeing, as well as community engagement. Many students have continued to work individually with headspace Griffith, and a small group of students completed the 'Chillax' Program, which helped them to manage their ADHD symptoms.

Throughout the term, students have worked with Kerry Johnson, learning cultural dances, and these workshops will continue into next term. Students will eventually be involved in the Garawanya Festival later in the year.

During weeks 5 and 10, the Griffith Police came to speak with the students about a range of topics, including an anti-violence seminar.

In week 6, teachers and CSOs attended a virtual Teacher Wellbeing Seminar to learn skills to look after their own health and wellbeing.

Within week 8, students listened to Brenda Poole, who explained the 'Get Licensed, Get Legal' Program which helps students to get their driver's license.

Throughout the term, staff have been involved in Berry Street Training which teaches us how to embed trauma-informed practices into our school to form stronger relationships between staff and students.

Bryce and Shakira have been working busily throughout the term for the Moorambilla Choir performance in Dubbo. Both students were selected after being involved in workshops at Griffith Regional Theatre. They should be incredibly proud of their efforts. We would like to give a huge thank you to Veronica who has stayed with our students during both workshop weeks, as well as volunteering during the performances.

The majority of the school then had an overnight excursion to Dubbo to watch this incredible performance, as well as visit the Dubbo Zoo and Dubbo Old Gaol. We all had a fantastic time on this excursion (despite the very wet conditions!), and the students should be proud of the way they represented our wonderful school.

*Jasmine Dossetor, Wellbeing Teacher*

Burrundi Theatre

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THEATRE**

**GARAWANYA**  
**CULTURAL INCURSION**

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Arts & Cultural Incursion, targeting Youth Mental Health & Suicide Prevention



Dubbo Zoo.



## Wellbeing Report *Continued*



*Dubbo Excursion.*



*Moorambilla performance.*



*Moorambilla performance.*